DOCUMENT RESUME

ED 267 332 CG 018 912

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TITLE The Work Interest Inventory for Special Education. WIISE Manual.

INSTITUTION Josephine Brighton Skills Center, Wyandotte, MI.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Div. of Special Education.
PUB DATE 85
NOTE 28p.; An accompanying test booklet consisting of 45 pairs of photographs was not included because of reproduction problems. It is available from the source below.
AVAILABLE FROM Pamela Willard Facchini, c/o Josephine Brighton Skills Center, 4460 18th Street, Wyandotte, MI 48192.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; Adults; *Career Awareness; *Exceptional Persons; *Interest Inventories; *Special Education; *Vocational Education; *Vocational Interests

ABSTRACT

This document is a manual for a work interest inventory to be used by examiners who want to identify the vocational preferences of special education students. The advantages of this test over others are stated to be the minimal perceptual skills and reading abilities needed to complete the answer sheet, depiction of work areas in which special education students have proven to be proficient and productive, depiction of interest areas offered by the school district, and interest areas marketable locally. The examiner's manual, test booklet, answer sheet, score sheet, and scoring grids needed are discussed. Ten vocational interests depicted in test booklet photographs are described, including photographs of students performing basic automotive, building maintenance, child care, clothing services, commercial bakery, commercial housekeeping, food preparation, food service, materials handling, and office skills jobs. Methods of taking, administering, and scoring the test are explained. A statistical analysis and results of a pilot test are presented. Procedures to adapt the inventory to local training and occupations available are described. An appendix includes descriptions of the vocational areas, the answer and score sheets, and data tables of the pilot test. (ABL)

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Manual

WISE

the work interest inventory for special education

CG 018912

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WIISE TEST BOOKLET

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Thanks to Dr. Andrew Kronk, psychologist, for help in the conceptualization of the project. Special appreciation to the entire staff and student body of the Brighton Skills Center, especially the two students and children who modeled for the photographs.

COMMUNICATION

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PURPOSE

The Work Interest Inventory for Special Education (WIISE) is a tool to assist the examiner in identifying the vocational preferences of special education students. Knowledge of these preferences can assist teachers and other vocational training personnel in planning a student's vocational training and placement program. The WIISE can be used as part of a career awareness program or an evaluation in a school, vocational training center or hospital rehabilitation program.

DEVELOPMENT

The WIISE was designed to be used as part of the comprehensive vocational evaluation and career awareness program at the Josephine Brighton Skills Center, which is operated by the Wyandotte Public Schools to serve individuals residing in the Downriver/Dearborn portion of Wayne County. The Skills Center provides vocational services to 16-26 year old special education students classified as trainable or educable mentally impaired, visually impaired, hearing impaired, emotionally impaired, learning disabled, and/or physically impaired, who are unable to benefit from vocational programming offered through their local school district. Programming for these students is based upon a comprehensive vocational evaluation, which includes a measure of vocational interests. Existing interest inventories on the market have proven to be unsatisfactory for use with this population. Problems incurred include (1) the verbal, conceptual and reading abilities required of the students to complete the inventory are too advanced; (2) the jobs depicted are unrealistic vocational choices for special education students; and (3) occupations depicted, although realistic, do not correspond to the training available.

The WIISE meets the need for an interest inventory that is relevant to special education students and adaptable to the training and occupations in local vocational programs. The advantages in using the WIISE are as follows:

1. The WIISE does not require the examinee to verbalize answers, conceptualize drawn pictures or read. Minimal perceptual skills and reading abilities are needed to complete the answer sheet.
2. The WIISE depicts the type of work in which special education students have proven to be proficient and productive.
3. The interest areas depicted correspond to the special education vocational programs offered by the school district.
4. The interest areas depicted are marketable in the surrounding communities.

The WIISE was developed to correspond to the training and placement areas available at the Brighton Skills Center. Other training centers that service a similar population and provide similar training and placement, may wish to adopt the WIISE in its present form. A unique feature of the WIISE, however, is that it can be adapted to depict other interest areas, making it pertinent to the training and placement programs in any community. (The procedures to adapt the WIISE are outlined beginning on page 3 of this manual.)

MATERIALS

1. The **examiner's manual** describes the purpose and development of the WIISE with sections on administration, scoring, statistical data and analysis of scores. It outlines procedures for adapting the WIISE for use in local vocational programs.
2. The **test booklet** consists of 45 pairs of photograph sets representing 10 interest areas.
3. The **answer sheet** includes a section for identification data, an area to mark the page number that depicts the examinee's preferred set, and an area for the examinee to state the type of work in which he/she is interested in. (Figure 2)
4. The **score sheet** visually represents the areas chosen and not chosen by the examinee. It reflects the examinee's highest and lowest interest levels. (Figure 2)
5. The **scoring grids** are separate forms for each interest area which can be placed over the answer sheet to aid in transferring examinee's selections to the matrix. (Figure 4-13)

DESCRIPTION

The test booklet contains photographs of one male and one female student engaged in various work tasks that represent 10 vocational interest areas.

1. Basic Automotive
2. Building Maintenance
3. Child Care
4. Clothing Services
5. Commercial Bakery
6. Commercial Housekeeping
7. Food Preparation
8. Food Service
9. Materials Handling
10. Office Skills

These areas represent the type of work in which special education students have proven to be productive and proficient. Three photographs are used to depict each area. (Figure 1)

Using the method of paired comparisons, the sets of photographs are randomly arranged in all possible pairs. For each of the 45 pairs, the examinee marks on the answer sheet the page number that depicts his/her preferred set. The examinee is then asked what type of work in which he/she is interested in and his/her response is recorded at the bottom of the answer sheet. (Figure 2)

Additional information regarding the format and organization of the WIISE can be found in the section entitled, "Procedures for Local Development".

ADMINISTRATION

The WIISE may be administered and scored by a paraprofessional, but decisions with regard to vocational training and placement should be made by a professional with expertise in special education, vocational evaluation and programming. The WIISE may easily be administered to individuals or small groups without a time limit. The average amount of time to complete the inventory is fifteen minutes or less. Additional time may be necessary if the examinee has difficulty making decisions or marking the answer sheet.

Directions:

This is not a test. There are no right or wrong answers. The WIISE was developed to help you tell us the kind of work you want to do and what your interests are. Open your book to example page 1 and 2. On each page there are three pictures. Look at all three pictures on the left page (page 1) and then look at all three pictures on the right page (page 2). Which page shows the work you would like to do? If you like doing the type of work shown on page 1, then put an "X" on #1 on your answer sheet. If you would rather do the work shown on page 2, then put an "X" on the #2 of your answer sheet. If you like the work on both pages, look again, you must decide on only the one you like the best. Maybe you don't think you would like to do the jobs on either page; look and choose the one you would do for only a short time. Some of the jobs in the pictures may require training you have not had yet. Don't worry. Just pick the pictures of work you would enjoy. You will see the same pictures several times throughout the book. Continue to pick either the pictures on the right or left page until you reach page 90. You may take as much time as you need.

After these directions have been read, the examiner asks, "Do you understand what to do?" The examinee is then either allowed to complete the remainder of the inventory or given additional practices using any two pages in the inventory.

During the testing, the examiner should visually check to determine that the examinee is marking the answer sheet correctly. If the examinee appears to have difficulty attending to the task, recording their answers, or making decisions, the evaluator may need to provide individual attention. After the examinee completes the inventory, check the answer sheet to ensure one selection is marked for each pair and that all necessary identification data is completed.

SCORING

Scoring may be accomplished in one of two ways. One way is to use the top half of the score sheet (Figure 3) and circle the page number the examinee selected for each pair. The page numbers on the score sheet are arranged by interest area; so the total number of times each area was selected can be totaled. For example:

Basic Automotive (10) 17 26 (33) 44 (53) 63 73 86

Total times selected = 3

The second method of scoring is accomplished using the scoring grids. (Figure 4-13) The scoring grids for each interest area are placed over the answer sheet one at a time, allowing the examiner to see at a glance not only which area was chosen but also which area was not chosen for each pair. Using the scoring grids, the interest areas selected and not selected for each pair can be indicated on an N by N matrix. (Figure 3) The horizontal dimension of the matrix represents the area selected from each pair. The vertical dimension of the matrix represents the area not selected from each pair presented. For example, if a student who was given Basic Automotive and Building Maintenance in a pair, selected Basic Automotive, a mark would be placed at the intersection of row 1 (chosen) and column 3 (not chosen) on the matrix. The row totals represent a relative ranking of the occupations. The highest row total represents the most preferred occupation, while the lowest row total represents the least preferred occupation.

Either method results in the total number of times an area was selected and these totals can be used to calculate a coefficient of consistency.[1] The coefficient of consistency indicates the degree to which a student logically and confidently completes the inventory. For example: if a student selects Food Preparation from the Food Preparation/Automotive pair, and selects Automotive from the Automotive/Bakery pair, then Food Preparation should logically be selected from the Food Preparation/Bakery pair.

Since the matrix utilized contains an even number of occupational choices (N = 10), the formula for calculating the coefficient (K) is:

$$K = \frac{12 \sum (R-\bar{R})^2 - 3N}{N(N^2 - 4)}$$

where:

$\bar{R}$ = the mean of the row scores
$R-\bar{R}$ = difference between each row score and the mean row score
$(R-\bar{R})^2$ = the square of each difference score
$\sum(R-\bar{R})^2$ = the sum of the squared differences

If the number of occupational choices used in the matrix is odd, the coefficient of consistency (K) is calculated with the following formula:

$$K = \frac{12 \sum (R-\bar{R})^2}{N(N^2-1)}$$

It is important to recognize the WIISE only determines the type of work the examinee is interested in performing. The examiner should also consider utilizing an inventory or an evaluation of the examinee's vocational strengths and weaknesses.

Reliability and Validity

Specific statistics on the reliability and validity of the Inventory were not calculated, as previous research has found the paired comparison method to offer a more valid and reliable instrument for special education populations than a rank ordering interest inventory.[2] However, study of the reliability of the instrument is underway and will be reported at a later date.

The face validity of the Inventory is enhanced by having the photographs depict students of similar age, sex and disability as the students being tested. The photographs further show these students working at vocational tasks that are offered as vocational training options within the Center.

Content validity was addressed during the development of the Inventory, as explained under the section "Procedures for Local Development."

Preliminary results on concurrent validity showed a significant correlation ($r = .51, p < .01$) between the students' verbal and tested choices.

PILOT TEST

To examine the effects of occupational exposure using simulated training environments, on the occupational interests of special education students, a six month study was conducted.

Subjects

Subjects were 40 special education students (27 males, 13 females) attending the Brighton Skills Center in Wyandotte, Michigan. The group represented six disability categories:

Educably mentally impaired (EMI) (N = 19)
Trainably mentally impaired (TMI) (N = 7)
Hearing impaired (HI) (N = 1)
Learning disabled (LD) (N = 8)
Emotionally impaired (EI) (N = 3)
Physically and otherwise Health impaired (POHI) (N = 2)

The mean age of the group was 17.8 years, with a range of 16-23 years. The mean number of weeks in the vocational training program after evaluation was 18.9 weeks, with a range of 4-28 weeks.

Methodology

All subjects were given the WIISE during vocational evaluation (pre-exposure) and at 23 weeks into the school year (post-exposure). A coefficient of consistency (K) was calculated for each subject for each administration of the Inventory.

A mean coefficient of consistency was calculated for the entire group for each administration and for two subsamples: moderately vocationally disabled special education students (educably mentally impaired and learning disabled) and severely vocationally impaired special education students (trainably mentally impaired, hearing impaired, emotionally impaired, and physically and otherwise health impaired).

RESULTS

Consistency

The results of the study indicated a relatively high coefficient for the pre-exposure ($\bar{X} = .77$) and for the post-exposure ($\bar{X} = .79$) for the entire sample. When examining the mean consistency by disability groups, moderately vocationally disabled special education students (Group 1) ($N = 27$) had higher pre-and post-exposure coefficients ($\bar{X}^1 = .82$; $\bar{X}^2 = .85$), than severely vocationally disabled special education students (Group 2) (N-13) ($X^1 = .69$; $X^2 = .68$). In more closely examining Group 1, EMI students ($N^2 = 19$) had a pre-exposure coefficient of $\bar{X} = .86$ and a post-exposure coefficient of $\bar{X} = .90$. (Tables 1-3) Overall, the Group 1 students (EMI and LD) ($\bar{X} = .85$) were significantly more consistent in completing the Inventory after exposure to the training environments than were Group 2 students (TMI, HI, EI, and POHI) ($\bar{X} = .67$) ($F(1,38) = 6.25$; $p < .05$).

Ranking

On both administrations, Automotive was ranked first most frequently (N = 14 and N = 15 respectively) while Building Maintenance and Clothing Service were ranked first least frequently on the pre-exposure test (N = 1 for each area). Building Maintenance and Housekeeping were ranked first least frequently on the post-exposure test (N = 1 and N = 0, respectively). Changes in ranking of occupations from pre-exposure to post-exposure were significant for EMI students but not for LD or more severely vocational disabled students

Change in Rank By Disability Group

	N	Number Change Rank	% Change	Significance
Moderately Vocationally Disabled				
EMI	19	9	47%	$p < .05$
LDS	8	3	38%	ns
Severely Vocationally Disabled	13	4	30%	ns

Multivariate Analysis

In order to determine the contribution of each independent variable (age, sex, disability and weeks in the program) to consistency, multiple regression analyses were performed on the pre-exposure and post-exposure consistency coeficients. The regression was not significant for pre-exposure consistency ($R^2 = .14$). However, for post-exposure consistency, the regression was significant ($F(4,35) = 3.17$, $p < .05$), with 27% of the variance in post-exposure consistency being accounted by a combination of sex, age, weeks in program and disability. Specifically, as age increased (21 +) and disability became more severe, consistency decreased.

Discussion

The findings on consistency, ratings, and regression suggest that the Inventory is a good measure of vocational interests for moderately disabled special education students. They appear to be using the training environment to aid in vocational decision making, in that they are ruling out vocational options based on exposure to the environment. The results, however, raise several questions about the most beneficial training program for severely disabled special education students. Although their coefficient of consistency was fairly high ($X = .69$), their vocational decision making does not appear to change as a result of exposure to the training environment. Questions which need further research include:

1. Would an earlier, broader career awareness program be more beneficial? (ages 12-16)
2. Are more concrete experiences required?
3. Is another medium more appropriate, e.g., videotapes of vocational environment?

PROCEDURES FOR LOCAL DEVELOPMENT

The WIISE can be adapted so that it is pertinent to the training and occupations available in any community. The following is a list of general steps to be taken along with suggestions based on the development of the WIISE.

1. **Determine Human resources needed.** Who will coordinate the development of the Inventory and who will be available to assist the coordinator? Who will
   (1) model for the photographs
   (b) take the photographs
   (c) assemble the photographs into test form
   (d) type materials
   (e) administer pilot test
   (f) analyze the data
2. **Determine material resources needed.** The total amount of money needed is dependent on many factors but the following expenses should be considered:
   (a) salaries of personnel
   (b) cost of film
   (c) developing and duplication of prints
   (d) supplies to form pilot test book
   (e) printing of additional books, manuals and forms.
3. **Determine sources of funding.** These may include monies from federal funds, vocational funding sources, rehabilitation funds and innovative project grants.
4. **Determine timelines.** Develop a plan for completion by determining time frames and who will be responsible for each step.
5. **Determine which interest areas to photograph.** Generate a list of vocational training programs available in school and community. The interest areas depicted should:
   (a) include those in which previous program graduates have found employment.
   (b) represent realistic occupations given student abilities and aptitudes.
   (c) represent occupations that would be marketable in communities in which students reside.
6. **Determine which skills best represent each of the interest areas.** Survey teachers, employers and other training or placement personnel to identify the five most representative skills in each placement or training area. (See Figure 1)
7. **Prepare to take photographs.** A number of factors or variables may effect the examinees selection. Some of these factors can be eliminated at the time of photographing, increasing the chance that the examinees selection reflects the examinee's interest. Some of the variables to consider include sex, race, appearance of models, and color or black and white photographs. One male and one female should be photographed throughout the inventory. Written permission to take the photographs, including a description of how each photograph will be used, should be obtained from each model. Black and white film is necessary for duplication and costs less. Take several photographs of each scene from various angles. When taking black and white photographs, always look for contrast so the worker does not blend in with the background. Usually the less complicated the background the better. It is best to have an assistant to the photographer to check for details such as background and the worker's appearance.
8. **Take photographs of skills to depict work in interest areas.** Be sure the photograph shows the worker performing the task. Try to capture the worker in motion.
9. **Form a committee to select the three most representative photographs from each skill area.** Some scenes may be ideal for representing a skill area; however, too difficult or impossible to capture on the photograph. Keep in mind that the examinee must be able to identify easily what the model (worker) is doing and should be able to tell what all three pictures have in common, i.e., cleaning, working with children, etc. **Twenty** students were asked to identify each of the pictures in the WIISE pilot test. Based on this information, it was necessary to replace two pictures with more easily identifiable scenes for those skill areas.
10. **Construct a book of photographs.** Using the method of paired comparisons each area is compared to all other areas. The sets of photographs should be arranged so that any given interest area does not consistently appear on the left or right side of the opened test book. The pages of interest areas should also be spread out throughout the book so that the same interest area does not appear on consecutive pages.

    A large notebook with plastic protectors is suggested for durable and flexible pilot test book. Plastic page protectors with a top opening allow the flexibility needed to revise the order and content of pages and protects the photographs.
11. **Develop a scoring sheet and grids.** Use the WIISE scoring sheets and grids as models and substitute appropriate interest areas where necessary.
12. **Pilot test the Inventory.** Determine number of students to use Inventory and what information should be collected. Can the students identify what the worker is doing in the pictures? Can the student consistently and logically complete the inventory? (Coefficient of consistency).
13. **Analyze data collected.** Use a computer if available and refine procedures if necessary.
14. **Determine how many test booklets need to be printed or duplicated.** Consider the amount needed for vocational evaluation, career awareness and community placement programs.
15. **Obtain estimates from printers** for printing the test book, answer sheets and possible manual.
16. **Develop a manual to accompany the Inventory.** Use the WIISE manual as a model for content and format.

REFERENCES

1. Ferguson, G.A. (1981) **Statistical Analyses in Psychology and Education.** New York: McGraw Hill

2. Hill, D.S.S. (1983) A process for identifying the occupational interest of handicapped students using the method of pair comparisons. **Career Development for Exceptional Individuals, 6:** 93-99.

APPENDIX —

VOCATIONAL INTEREST AREAS

After consulting the Brighton Skills Center's training supervisors and job placement coordinators, five pictures were chosen to represent the type of work activities that occur in each of the ten vocational interest areas. After consideration of the following points, three photographs were then selected from the five.

1. Can the examinee identify what the worker is doing in the photograph?
2. Can the examinee tell why all three photographs are shown together?
3. Does the photograph show a work activity that is typical of that interest area?

There are of course, several additional work activities for each vocational area that are not shown. Theoretically, however, if the three photographs are really representative of the type of work in any given area, the trainee should also be interested in the similar work activities not shown for that area. A brief description of each photograph, some of the possible work activities and job titles are listed for each area.

Vocational Interest Area	Description of Photographs	Possible Work Activities	Possible Job Titles
Basic Automotive	1. working on car engine 2. polishing car 3. removing lug nuts	cleaning, polishing, servicing, maintaining cars	porter, mechanic, auto reconditioner, car wash worker, oil changer, mechanic's helper
Building Maintenance	1. mopping floor 2. washing window 3. emptying wastebasket	cleaning and upkeep of building interiors and grounds	janitor, floor stripper, waste collector
Child Care	1. playing a game with children 2. helping child with coat 3. helping children wash hands	feeding, dressing toileting, leading simple activities	day care worker, mother's helper, babysitter
Clothing Service	1. loading washing machine 2. folding towels 3. bagging shirts	laundering, pressing, ironing, and repair of clothing	folders, shirt pressers, linen room workers, machine operator, laundry sorter, counter clerk
Commercial Bakery	1. putting bread in oven 2. scooping cookie dough 3. mixing cookies	measuring, mixing, baking and decorating cakes, pastry, cookies, breads, etc.	donut operator, baker's helper, oven person, bake shop cleaner, hand dishwasher
Commercial Housekeeping	1. vacuuming hotel room 2. disinfecting hospital 3. making hotel bed	cleaning, and upkeep of bed rooms, furniture, equipment	maid, housekeeper
Food Preparation	1. washing dishes 2. frying hamburgers 3. fixing lettuce for salad	preparing food and clean up tasks (restaurants, cafeterias, hotels, clubs)	kitchen aide, utility worker salad bar person
Food Service	1. cleaning table 2. serving soup 3. refilling coffee cup	serve food, set up tables, clean up in dining areas of cafeterias, restaurants	bus person, dishwasher, limited waiter/waitress, counter clerk
Materials Handling	1. giving number in dressing room 2. stocking shelf 3. moving boxes with dollie	loading, unloading, sorting, stacking, hauling and delivering merchandise	stockperson, furniture mover, warehouse worker, supply or inventory clerk, delivery man, newspaper carrier
Office Skills	1. using card catalog 2. using ditto machine 3. sorting mail	run errand, deliver messages, distribute supplies, routine tasks in office & library	library assistant, office machine operator, mail room or file clerk, school office worker

WIISE ANSWER SHEET

Last Name _____ First Name _____

Birthdate _____ Age _____ Date _____

School _____ Classification _____

Pick the page of jobs you would most like to do. Mark an "X" on the number of that page.
EXAMPLE: Page 1 or Page 2.

PAGE		
	1 .....or..... 2	47 .....or..... 48
	3 .....or..... 4	49 .....or..... 50
	5 .....or..... 6	51 .....or..... 52
	7 .....or..... 8	53 .....or..... 54
	9 .....or..... 10	55 .....or..... 56
	11 .....or..... 12	57 .....or..... 58
	13 .....or..... 14	59 .....or..... 60
	15 .....or..... 16	61 .....or..... 62
	17 .....or..... 18	63 .....or..... 64
	19 .....or..... 20	65 .....or..... 66
	21 .....or..... 22	67 .....or..... 68
	23 .....or..... 24	69 .....or..... 70
	25 .....or..... 26	71 .....or..... 72
	27 .....or..... 28	73 .....or..... 74
	29 .....or..... 30	75 .....or..... 76
	31 .....or..... 32	77 .....or..... 78
	33 .....or..... 34	79 .....or..... 80
	35 .....or..... 36	81 .....or..... 82
	37 .....or..... 38	83 .....or..... 84
	39 .....or..... 40	85 .....or..... 86
	41 .....or..... 42	87 .....or..... 88
	43 .....or..... 44	89 .....or..... 90
	45 .....or..... 46	

What type of work do you think you are most interested in?

_____

WIISE SCORE SHEET

Last Name _____ First Name _____

Birthdate _____ Age _____ Classification _____ Date _____

VOCATIONAL TRAINING AREA	PAGE NUMBERS	TOTAL
Basic Automotive	10, 17, 26, 33, 44, 53, 63, 73, 86	_____
Building Maintenance	8, 19, 30, 41, 48, 54, 61, 67, 90	_____
Child Care	3, 14, 29, 38, 43, 60, 65, 70, 75	_____
Clothing Services	1, 9, 22, 32, 40, 46, 76, 83, 89	_____
Commercial Bakery	6, 13, 24, 34, 47, 56, 71, 77, 84	_____
Commercial Housekeeping	7, 16, 23, 36, 45, 58, 66, 74, 81	_____
Food Preparation	2, 5, 20, 27, 35, 52, 59, 64, 87	_____
Food Service	12, 21, 25, 42, 49, 57, 69, 78, 88	_____
Materials Handling	11, 18, 31, 37, 51, 62, 72, 79, 82	_____
Office Skills	4, 15, 28, 39, 50, 55, 68, 80, 85	_____

CHOSEN

	Basic Auto	Build. Main.	Child Care	Cloth Service	Comm. Bakery	Comm. House-keeping	Food Prep	Food Service	Mater. Hand.	Office Skills	Total
Basic Auto											
Build. Main.											
Child Care											
Cloth Service											
Comm. Bakery											
Comm. House-keeping											
Food Prep											
Food Service											
Mater. Handl.											
Office Skills											

Basic Automotive

Building Maintenance ◯

Clothing Services ◯

◯ Building Services

◯ Food Preparation

Food Service ◯

◯ Commercial Housekeeping

◯ Commercial Bakery

Office Skills ◯

Child Care ◯

Figure 4

Building Maintenance

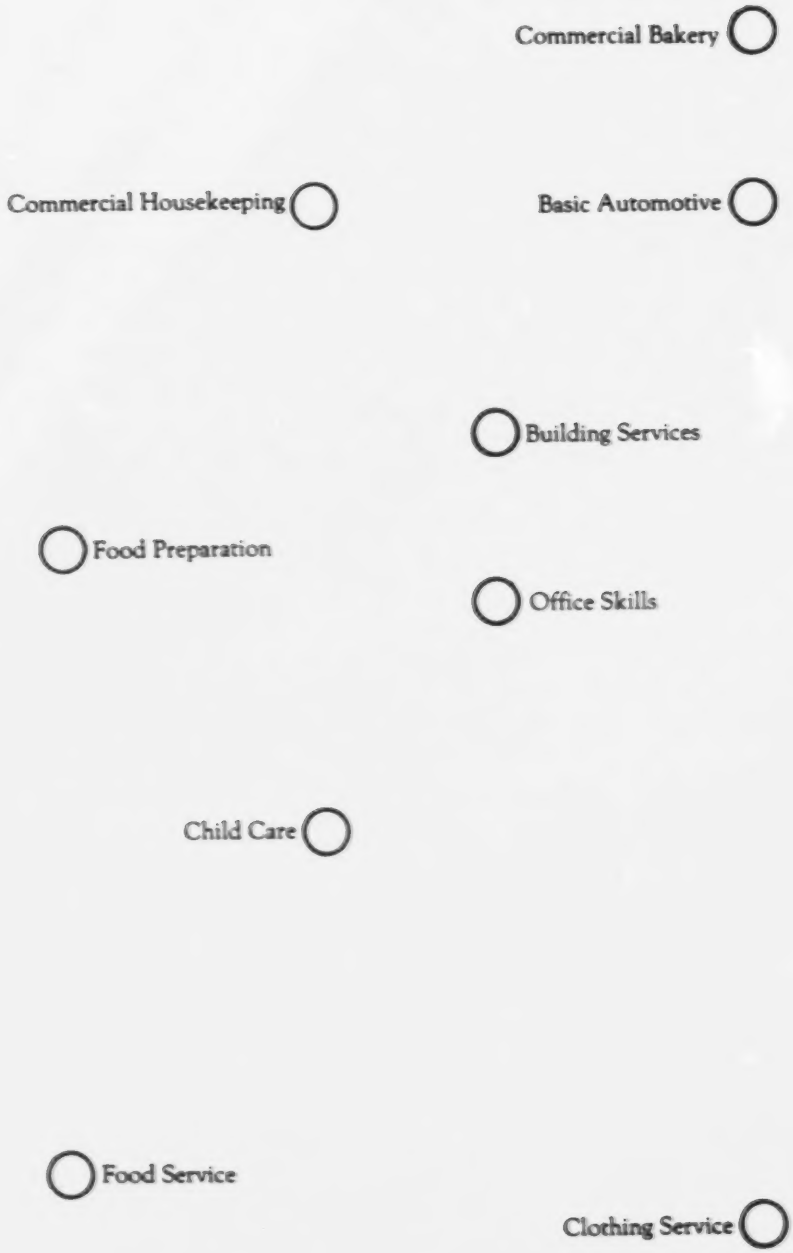

Figure 5

Child Care

Figure 6

Clothing

Food Preparation

Basic Automotive

Food Service

Child Care

Building Service

Commercial Bakery

Office Skills

Building Maintenance

Commercial Housekeeping

Figure 7

Commercial Bakery

Figure 8

Commercial Housekeeping

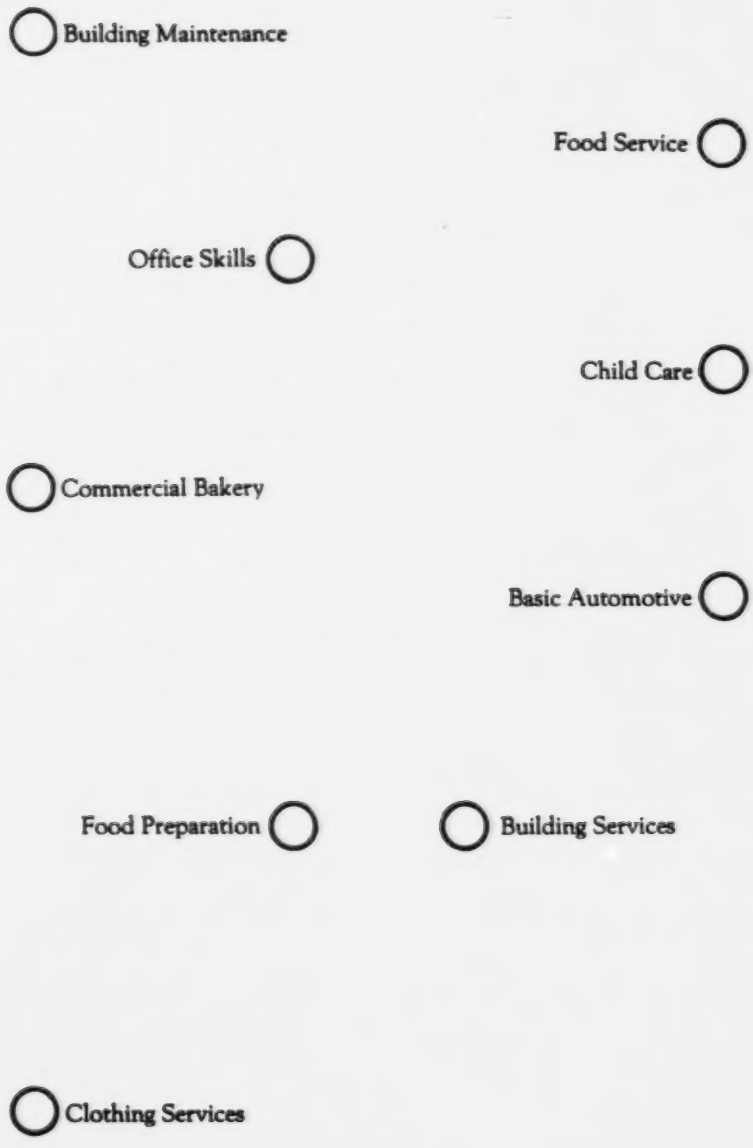

Figure 9

Food Preparation

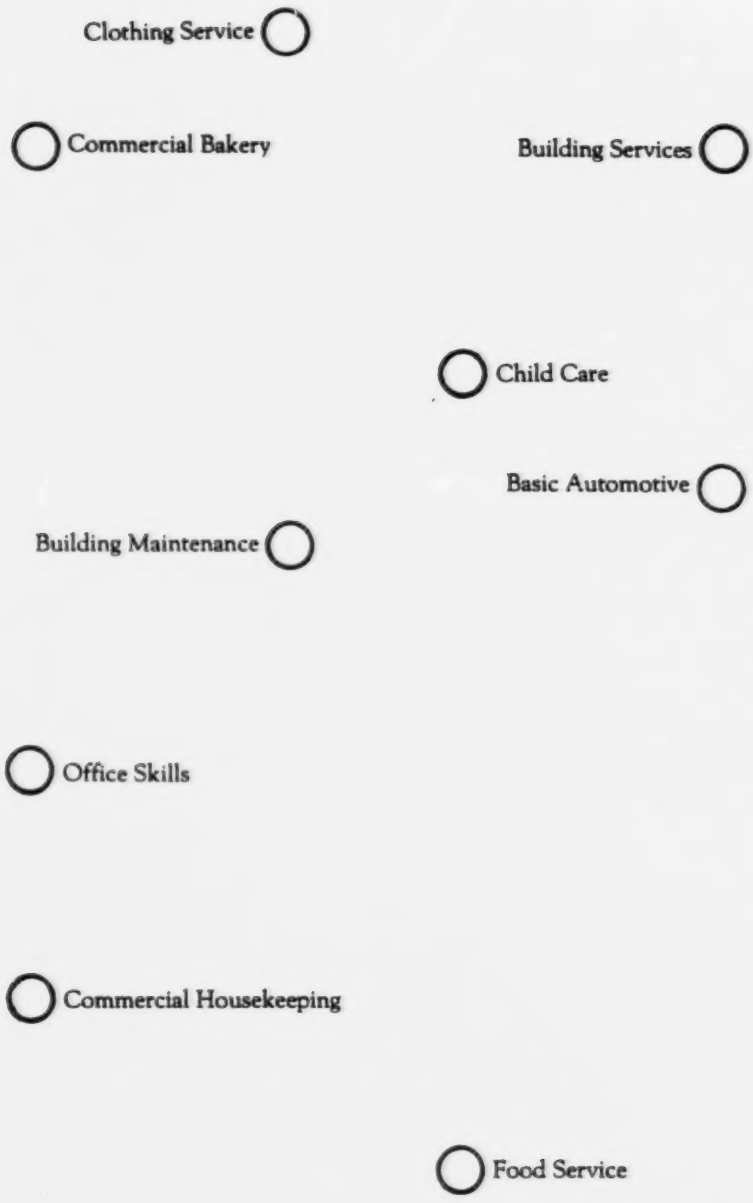

Figure 10

Food Service

Office Skills

Building Services

Commercial Housekeeping

Clothing Services

Child Care

Basic Automotive

Commercial Bakery

Building Maintenance

Food Preparation

Figure 11

Materials Handling

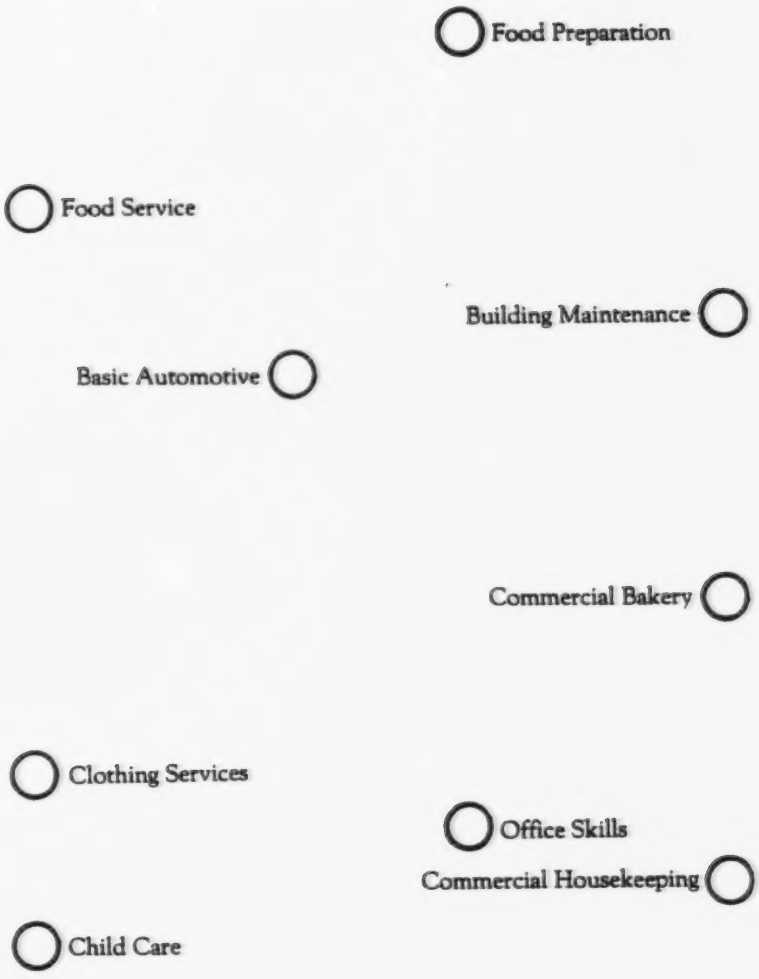

Figure 12

Office Skills

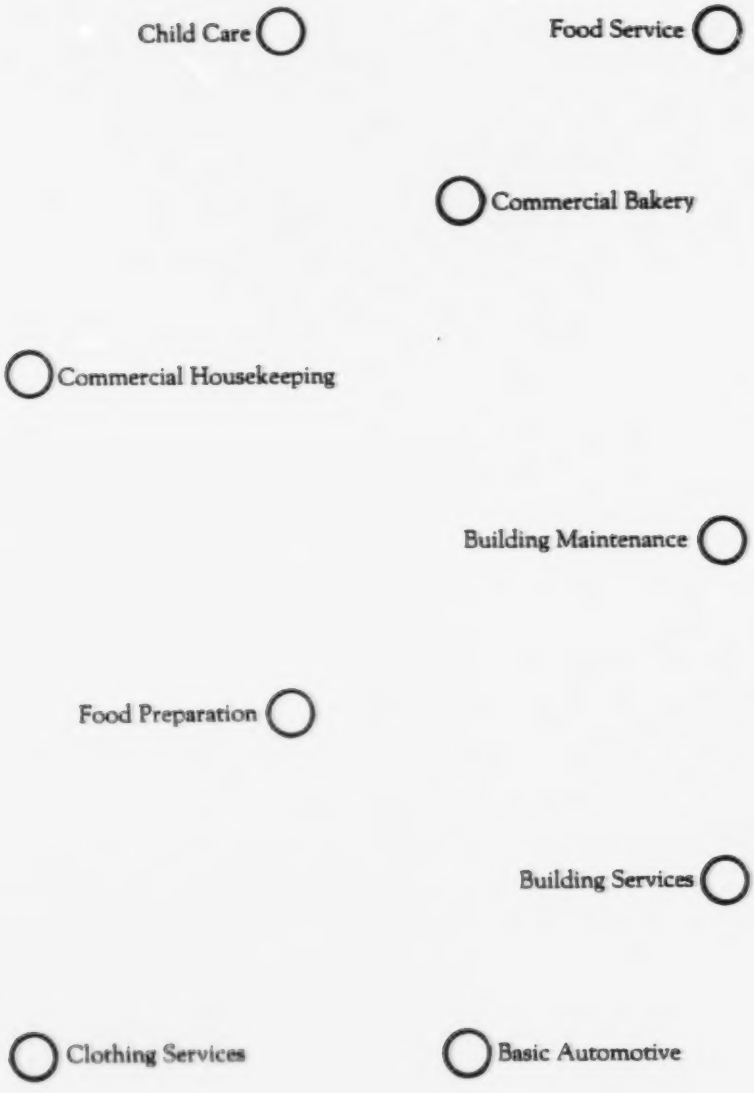

Figure 13

Pre-Exposure & Post-Exposure Consistency and Choice by Disability
EDUCABLY MENTALLY RETARDED

			Pre-Exposure		Post-Exposure		
Trainee	Sex	Age	Coefficient of Consistency	Room Choice	Coefficent of Consistency	Room Choice	Weeks in Program
D.B.	F	16	0.88	OS	0.98	OS	23
K.B.	F	18	0.88	FS	0.68	FS	25
B.B.	M	22	0.25	BM	0.83	BM	22
C.C.	M	18	0.78	BA	0.65	BA	26
L.C.	F	16	1.00	CB	0.98	OS	6
P.D.	F	16	0.98	CC	1.00	OS	28
S.D.	M	18	0.45	OS	0.45	CB	22
M.D.	F	18	0.98	CC	0.98	FP	26
T.G.	F	17	1.00	OS	0.88	OS	13
J.H.	M	20	1.00	CS	0.87	CB	22
P.L.	M	18	0.68	CB	0.98	FS	22
K.M.	M	18	0.98	CB	0.98	CB	28
M.M.	F	20	0.85	CB	0.93	BA	22
T.N.	M	19	0.75	BA	0.73	BA	16
K.S.	M	16	0.38	CH	0.75	CS	10
J.S.	M	16	0.95	BA	0.80	BA	27
B.T.	M	17	0.55	BS	0.35	FS	4
J.W.	M	16	0.83	BA	0.93	BA	22
J.Y.	M	18	1.00	BS	1.00	BS	23
			$\bar{X}$= .798		$\bar{X}$= .829		

Code: CC - Childcare; BM - Building Maintenance; BS - Building Services; CH - Comm. Housekeeping; FS - Food Service; FP - Food Preparation; CB - Comm. Bakery; CS - Clothing Service; OS - Office Skills

Table I

Pre-Exposure & Post-Exposure Consistency and Choice by Disability

LEARNING DISABLED

Trainee	Sex	Age	Pre-Exposure		Post-Exposure		Weeks in Program
			Coefficient of Consistency	Room Choice	Coefficent of Consistency	Room Choice	
J.A.	M	17	0.73	BA	0.80	FP	12
C.B.	M	18	0.63	FP	0.90	FP	4
J.C.	M	16	1.00	BA	0.98	BA	18
K.F.	F	17	1.00	CC	0.95	CB	10
J.L.	M	16	0.95	BA	0.93	BA	21
S.L.	M	17	0.85	BA	0.98	BA	5
J.M.	F	16	0.78	CC	0.65	CC	7
D.O.	M	19	0.90	CC	0.95	BA	28
			$\bar{X}$= .855		$\bar{X}$= .893		

Table II

Pre-Exposure & Post-Exposure Consistency and Choice by Disability

TRAINABLY MENTALLY IMPAIRED, HEARING IMPAIRED, EMOTIONALLY IMPAIRED, and PHYSICALLY AND OTHERWISE HEALTH IMPAIRED

			Pre-Exposure		Post-Exposure		
Trainee	Sex	Age	Coefficient of Consistency	Room Choice	Coefficent of Consistency	Room Choice	Weeks in Program
J.B. (EI)	M	17	0.10	FS	0.73	FS	27
S.D. (TMI)	F	18	0.65	BA	0.53	BA	22
K.F. (TMI)	M	21	0.38	OS	0.68	OS	22
J.F. (HI)	M	18	0.95	FP	0.83	FP	22
R.H. (TMI)	M	23	0.70	BA	0.35	BA	10
J.M. (TMI)	M	20	0.53	CH	0.08	BA	22
D.M. (EI)	F	18	1.00	CB	0.93	CB	9
R.P. (POHI)	M	17	1.00	BA	0.95	OS	21
C.S. (EI)	M	16	0.23	BA	0.65	CC	26
L.T. (TMI)	M	17	0.95	BA	0.93	BA	22
B.T. (TMI)	M	18	0.95	BA	0.93	BA	22
M.T. (POHI)	M	17	0.70	CB	0.75	BA	25
J.Z. (TMI)	F	20	0.83	CB	0.43	CB	13
			$\bar{X}$= .69		$\bar{X}$= .675		

Table III